

## Genre Connections

### Lesson Preparation

| Daily Lesson 10                                 | READING   |              |
|---|---|--------------|
|   | TEKS  | Ongoing TEKS |
|   | E1.Fig19B<br>E1.8A<br>E1.9A,C,D   |              |
| <b>Key Understandings and Guiding Questions</b> | <ul style="list-style-type: none"> <li>Authors choose structure to convey information and enhance understanding.</li> </ul> <p>— How do authors develop informational text?</p>   |              |
| <b>Vocabulary of Instruction</b>                | <ul style="list-style-type: none"> <li>Controlling idea</li> <li>Organizational pattern</li> </ul>  |              |
| <b>Materials</b>                                | <ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Short expository text (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>  |              |
| <b>Attachments and Resources</b>                |   |              |
| <b>Advance Preparation</b>                      | 1. Prepare to display visuals as appropriate.   |              |
| <b>Background Information</b>                   | <p>This Instructional Routine assesses Performance Indicator: <i>"After reading a teacher-provided short expository text, create a graphic organizer and provide textual evidence to address the following:</i></p> <ul style="list-style-type: none"> <li><i>Explain the controlling idea and specific purpose of the text.</i></li> <li><i>List the most important details that support the author's purpose.</i></li> <li><i>Identify the organizational pattern and explain how it supports the author's purpose.</i></li> <li><i>How does this text connect to others you've read on this topic?"</i></li> </ul> |              |
| <b>Teacher Notes</b>                            |   |              |

## Instructional Routines

| Daily Lesson<br>10            | READING   |
|-------------------------------|---|
| <b>Duration and Objective</b> | <p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students analyze an expository text.</p>   |
| <b>Mini Lesson</b>            | <ol style="list-style-type: none"> <li>1. Display and discuss Performance Indicator: <i>"After reading a teacher-provided short expository text, create a graphic organizer and provide textual evidence to address the following:</i> <ul style="list-style-type: none"> <li>• <i>Explain the controlling idea and specific purpose of the text.</i></li> <li>• <i>List the most important details that support the author's purpose.</i></li> <li>• <i>Identify the organizational pattern and explain how it supports the author's purpose.</i></li> <li>• <i>How does this text connect to others you've read on this topic?"</i></li> </ul> </li> <li>2. Clarify expectations as needed.</li> <li>3. With students, brainstorm ways they could present their information.</li> </ol> |
| <b>Learning Applications</b>  | <ol style="list-style-type: none"> <li>1. Students complete the Performance Indicator.</li> </ol>   |
| <b>Closure</b>                | <ol style="list-style-type: none"> <li>1. Ask: <b>How do authors develop informational text?</b> Discuss responses.</li> </ol>  |